



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PHILLIS WHEATLEY
DBN (i.e. 01M001): 19K328
Principal: BARBRA GEDACHT
Principal Email: BGEDACH@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Barbra Gedacht	*Principal or Designee	
Ann Marie Hurt	*UFT Chapter Leader or Designee	
Veron Humphries	*PA/PTA President or Designated Co-President	
Tina Harmon	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Vincent Perillo	Member/ UFT	
Barbara Hope	Member/ UFT	
William Furse	Member/ Parent	
Shirley Starks	Member/ Parent	
Ellen Lee	Member/ Parent	
Arthur Warren	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	<ul style="list-style-type: none"> ▪ A major recommendation with HEDI rating ▪ Statement Of Practice (SOP) selected aligned to the goal ▪ A goal aligned to the major recommendation ▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal ▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 19K328

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05,07,08	Total Enrollment	385	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	3	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	18	# Drama	N/A
# Foreign Language	N/A	# Dance	21	# CTE	N/A
School Composition (2012-13)					
% Title I Population	94.9%	% Attendance Rate			88.9%
% Free Lunch	97.7%	% Reduced Lunch			1.8%
% Limited English Proficient	15.2%	% Students with Disabilities			12.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			55.8%
% Hispanic or Latino	42.0%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	9.19	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.1%
% Teaching with Fewer Than 3 Years of Experience	5.0%	Average Teacher Absences			8.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.1%	Mathematics Performance at levels 3 & 4			5.6%
Science Performance at levels 3 & 4 (4th Grade)	64.4%	Science Performance at levels 3 & 4 (8th Grade)			22.6%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
The new principal started as of 8/5/2013.				
Describe the areas for improvement in your school's 12-13 SCEP.				
n/a				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
n/a				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
n/a				
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	<input checked="" type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.				
As the new principal I have not been able to determine if all the goals have been accomplished. I have not been able to access the data to determine if all the goals have been accomplished				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
As a new principal beginning August 5, 2013, I anticipate the challenges of redesigning and implementing a strong instructional program, aligned to the common core standards, that also addresses the Citywide Expectations and Instructional Shifts. Teachers need to receive a considerable amount of professional development and opportunities to examine and implement the new curriculum programs to redesign curriculum maps embedded with differentiated lessons and activities/tasks that address the needs and levels of their students. The shift from whole group instruction to small group and/or individualized instruction will continue to be addressed throughout the school year. Classroom management issues and student behaviors will be managed via a structured system utilizing the part time dean, the guidance counselor and the administrators.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
ELL and SWDs will receive mandated services and together with students identified as "the bottom third" will have the opportunity to attend an Extended Learning Time program (Brienza) that addresses their academic and language weaknesses. All SWD and ELL students will work independently or in small groups on their ability level to develop and strengthen their literacy and math skills. Technology will be infused into the curriculum as it is introduced into the school.				
Describe how the school leader(s) will communicate with school staff and the community.				
School leaders meet regularly, both formally and informally, to discuss and reflect upon observed pedagogy and to review current and updated data. Monthly grade and Faculty meetings will be used to communicate with school staff. The schedule has been designed to allow for a double inquiry period for meeting with staff members. Monthly PTA, SLT and workshops designed by the Parent Coordinator, the Family Worker and PreK Family Worker allow administrators to communicate with the parents and school community. The Parent Coordinator and Principal are working on a Parent Newsletter that will be printed in English and Spanish to familiar parents with the units their children will be learning each month. Brienza has been chosen as a vendor that will present Parent Workshops on a wide variety of topics.				
Describe your theory of action at the core of your school's SCEP.				
The theory of action is to work collaboratively with teacher groups to develop and implement curriculum maps in all content areas that focus on differentiated instruction and small group tasks. In collaboration, teachers in each grade will first develop a scope and sequence to identify units and topics to be taught. Teachers will then create curriculum maps for each unit and topic that includes lesson plans. Lesson plans will address multiple points of entry, differentiated materials and activities and infuse technology where appropriate. Teachers and administrators will identify curriculum materials that will support the instructional plan and allow for collaborative, small group instruction. Teachers will identify Depth of Knowledge tasks as means of assessment. Teachers will work collaboratively during their double period common prep as well as before or after school for per session.				

Describe the strategy for executing your theory of action in your school's SCEP.

Teachers on each grade level will develop a scope and sequence for the entire school year that will identify each unit of study for the content areas. Teachers will utilize their common periods to work collaboratively as well as have the opportunity to work before or after school for per session. Teachers will then identify materials that will support each unit of study and design curriculum maps that focus on differentiated instruction and leveled tasks. Teachers will adapt the previous written curriculum maps to add content based instruction tied to the citywide instructional shifts. Smartboards and Laptops have been purchased along with a professional development package to ensure that teachers are able to use the hardware effectively and infuse technology based DOK activities into their lesson and unit planning.

List the key elements and other unique characteristics of your school's SCEP.

The key elements of PS/MS 328 SCEP is raising the level of instruction by providing professional development for all staff members, using the Danielson Framework and ADVANCE platform to evaluate teacher performance, training teachers to design CCLS aligned curriculum maps, units and lessons and integrating technology into the instructional program, lowering the number of suspensions and behavior incidents within the school and increasing the parent involvement through outreach, workshops and communication.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

PS/MS 328 currently has 378 enrolled students in grades PreK-5, including 52 eighth graders. There are currently two assistant principals, one guidance counselor and one part time dean to address the needs of the school. We have recently hired (11/22/13) a bilingual AIS teacher to provide academic intervention support services for students in Grades 2-5. Students receiving AIS services will be selected based on test scores, performance tasks, and other data. Additionally the dean will provide AIS services for grade 5 students and the SETSS teacher will take at risk students along with mandated students based on the size of the groups.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Teachers were introduced to the Danielson teaching framework, its related rubrics and competencies last Spring... There is no structure or system yet to determine the effectiveness of these initiatives (Danielson teaching framework). The lack of systems for evaluating organizational decisions limits the leadership's ability to assess progress towards school wide goals.

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	I
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader's vision		2.3 Systems and structures for school development
x	2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to provide timely instructional support, 100% of teachers will be evaluated by the Principal and Assistant Principals using the Danielson Framework for Effective Teaching as evidenced by the Advance Platform.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide professional development activities and planning time to allow teachers to develop curriculum maps that include multiple points of entry and differentiated instruction for ELL and SWD's.
2. Administrators will identify teachers in need of additional professional development addressing effective teaching practices based on written goals and formal and informal observations. Administrators will examine the teacher's abilities to infuse technology into classroom instruction or classroom management skills and provide ongoing opportunities for teachers to strengthen and reflect on their individual practice. Professional developers will be utilized to work with identified teachers. Teacher leaders will be identified and given the opportunity to turn key information sessions and share best practices with colleagues.
3. Teachers will be given the opportunity to attend professional development activities that target specific areas of improvement. Teachers will meet in groups to review data based on their student's progress and reflect on lesson development that will lead to effective instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, professional development facilitators, UFTTC staff, SETREC, network specialists, Pearson content specialists, Harcourt content specialists.
2. Priority/Focus funds to pay for per session planning sessions for teachers.
3. Tax Levy funds to pay for per diem coverage so teachers can attend professional development activities when available.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrators will provide inquiry and common preparation time for teachers to share information and best practices. Administrators will visit classrooms to observe teachers, to observe and support that skills and strategies that have been presented during professional development are being implemented effectively within the classroom
2. Administrators will review student work, informal assessments and performance tasks to determine the impact of the professional development activities and follow up professional development needs.
3. Administrators will identify additional personnel from the DOE, network or program publishers as well as workshops or programs and encourage teachers to attend by providing per diem coverage

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013-June 2014

3. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. PF funds – Teacher per session 8 teachers x10 two hour sessions = 160 hours – See Galaxy
2. PF Funds -Supervisor per session – 1 supervisor x 10 two hour sessions = 20 hours
3. PF Funds – 15 pays – per diem coverage for teachers to attend outside Prof Development activities

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
n/a										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
There is limited evidence of rigor or that teachers are delivering lessons to meet students' identified needs. There was no evidence of scaffolds or support for ELLs. There are many missed opportunities to engage most students in rigorous learning or thinking.			
Review Type:	QR	Year:	2012-2013
Page Number:	4	HEDI Rating:	i

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014 ELA Common Core aligned units of study including performance tasks will have been designed and implemented, as evidenced by performance tasks and classroom observations.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will meet collaboratively during common periods and before/after school per session activities to identify and create a scope and sequence of units of study that address NYS curriculum, NYC Scope and Sequence and Common Core Learning Standards.
2. Teachers will review previously written curriculum maps and identify areas that need to be strengthened. Teachers will engage in redesigning coherent instruction, including units and lessons that can be adapted and scaffolded . Teachers will identify leveled materials that will engage all students and provide multiple points of entry. Teachers will design tasks that address Depth of Knowledge levels of rigor.
3. 15 teachers will attend per session professional development presented by TEQ related to the introduction of SmartBoards into classrooms. Teachers will meet collaboratively during common periods and per session activities to infuse technology into their pedagogy, specifically to address the needs of ELL and SWD's..
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers and administrators

2. Teachers and administrators
3. 15 teachers - TEQ professional development activity-
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teachers will submit curriculum maps on a regular basis that will show design and development of scaffolded activities and leveled tasks aligned to the Depth of Knowledge. Teachers will create assessments that will show progress and impact and review the data periodically.
2. Teachers and administrators will meet to review student work, data and assessment to reflect on the impact and effectiveness of the planned curriculum
3. Administrators, network, external consultants and UFTTC personnel will meet with teachers to assist and review the redesign and redevelopment of curriculum maps to ensure they address multiple points of entry, strategies to address the needs of ELL and SWD's, and rigor through differentiated tasks and assessments.
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014.
2. September 2013-June 2014
3. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. PF funds – 8 teachers x 10 two hour sessions = 160 per session hours for curriculum mapping
2. PF funds – 8 teachers x 10 two hour sessions = 160 per session hours for curriculum mapping
3. SmartBoard Professional Development – January/February 2014 – 8 two hour sessions – 1 hour from inquiry time extended day + 1 hour per session) 15 teachers \$6000 TL Fair Student Funding

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
n/a										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The negative climate and absence of consistently implemented procedure and routines for support of students' personal and academic behaviors hinders the social, emotional and academic development of students. There is little evidence of rigor or that teachers are delivering lessons to meet students' identified special needs.			
Review Type:	QR	Year:	2012-2013
Page Number:	4	HEDI Rating:	I

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014 15% of SWD in grades 4,5,and 8 will demonstrate progress in Math as evidenced by Scantron and NYC performance tasks	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
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A. Strategies/activities that encompass the needs of identified subgroups										
1. Teachers will utilize curriculum maps and make instructional decisions regarding strategies that promote high levels of students engagement and promote inquiry. Student engagement through scaffolded instruction that include opportunities for students to incorporate technology skills into teacher/student tasks that will engage students and lessen behavioral issues. Students in grades 3-4-5 and 8 will be presented with technology embedded educational opportunities involving Smartboard interactive lessons and use of laptops and technology in the classrooms.										
2. School wide emphasis on safety and respect to develop a positive educational environment that addresses strengths and needs designed to meet the individual needs of all students. Instructional Focus is Collaborative Learning – teacher’s strategic use of intentional small groupings to encourage learning and socialization with peers. Part time dean will assist teachers with positive student behavior strategies and implement structured behavior procedures and routines to support student emotional and academic growth. Dean will also provide AIS services for 5 th grade students. Special Education, ELL Students and students who have been identified as scoring in the bottom third will be offered an after school program which will be designed to present small group instruction tailored to meet the needs of the targeted subgroups.										
3. Teachers use a variety of data to design differentiated technology based activities and encourage student participation and development of independent learners.										
B. Key personnel and other resources used to implement each strategy/activity										
1. Teachers, paraprofessionals, administrators,										
2. Guidance counselors, part time dean, School Assessment Team members										
3. Teachers, paraprofessionals, technology cluster										
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity										
1. Pre assessment data, interim benchmarks, NYC Performance Tasks										
2. Teacher, part time dean and guidance counselor created activities, tasks, assessments										
3. Teacher and student created technology projects, pre, interim and post assessment data, reported student behaviors, OORs reports										
D. Timeline for implementation and completion including start and end dates										
1. September 2013-June 2014										
2. September 2013-June 2014										
3. September 2013-June 2014										
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity										
1. Purchase of Smartboards and laptops to support Smartboard/technology enfused instruction in classrooms for grades 3-4-5-8 with emphasis on classes that service ELL, SWD and students identified as bottom 1/3. . Professional development in using technology and designing technology based rigorous activities will be ongoing.										
2. Brienza afterschool program – small group instruction 12 groups of 15 students (grades 2,3,4,5,8) x 4 hours a week for SWD, ELL and bottom third students. PF funds, Fair Student Funding = \$60,000. See Galaxy.										
3. Guidance counselor and part time dean will present Respect for All , bullying and student behavior modification workshops and work with individual students or small groups to address specific student behaviors. A structured program that rewards good behavior will be utilized. Part time dean position is funded using PF funds. Teachers, technology cluster, TEQ Prof. Development program and student created technology projects Tax levy Fair Student Funding										

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
n/a										
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement			
x	PF Positive Behavioral Management Programs				PF RTI	z	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

School tone has improved with regard to safety and management issues which were very difficult and disruptive in classrooms, hallways and in the cafeteria. Disciplinary consequences and rewards are unevenly and unfairly issued by teachers. There is no school wide approach to discipline

Review Type:	QR	Year:	2012-2013	Page Number:	4	HEDI Rating:	I
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
x	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in an effort to build positive school culture, the number of principal and superintendent suspensions will decrease by 20% as evidenced in OORS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School wide practices and procedures have been redesigned to address and minimize student behaviors. Transition periods have been kept to a minimum. All students in Grades K-5 and 8, general education and special education meet in the cafeteria for arrival and morning lineup. Morning and lunch procedures have been redesigned to facilitate smoother transitions. Administrators are visually present and proactive in monitoring large group activities, including breakfast, lunch, and recess in the school yard, assembly programs and auditorium activities. Most teachers and some administrators have been previously trained in the PBIS Behavior Plan and the part-time dean has been implementing the program.
2. Guidance personnel have been assigned to work with small groups of students during lunch periods to. Students are given the opportunity develop socialization skills by playing games, discussion groups and activities facilitated by family workers, school aides, guidance, dean and SAT personnel. Two school aides who were excessed were rehired to add support at breakfast and lunch time as well as transitions throughout the day.
3. Dance Theatre activities and performances and Office of School Wellness afterschool Wrestling Program (per session) will be available to students with good records of academics, attendance and/or behaviors. CHAMPS physical education afterschool program from Office of School Wellness will be continued for Grade 8 students– Fall, Winter Spring seasons. Students will practice and perform regularly and parents will be invited to attend events

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, Teachers, school aides, family workers will monitor student behavior during large group activities.
2. Administrators have established a clearly defined school wide approach to discipline. Students who disrupt instruction are removed from the classroom. Teachers can either send the student to another classroom for a “time out”, or call the office to have the student removed. The Guidance counselor or an administrator will address the behavior and consequences will be determined. School aides have been retrained regarding their reactions to student behaviors and on going professional development will be scheduled.
3. Dance cluster and former dean (coach) will identify and determine criteria for students involved in the programs, supervise the dance and wrestling programs as per session activities. Student academic progress and record of good behavior and attendance are part of the criteria for participation in these events.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The number of negative student behaviors reported will be reduced. A system of reporting student behaviors on a form has been instituted. A Parent Concern Form that is available in the office is completed by parents who will then have the opportunity to speak with an administrator, guidance counselor or dean to discuss the problem and address resolutions. The tone of the school building throughout the school day will remain quiet and transitions to and from gym, dance and other activities will not disrupt instruction in the classrooms.
2. The review of OORS reports to determine areas where student behaviors need to be addressed will be held monthly by administrators, guidance counselor, SAT and dean.
3. Students who participate in the dance and wrestling/sports activities will be monitored to determine that they continue to meet the academic and behavioral criteria.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013-June 2014

3. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Tax Levy money for school aides and family workers
2. Tax levy money for dean position and AP positions
3. Tax Levy per session money for Dance Teacher and CHAMPS Physical Education Teacher.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The school should regularly survey parents regarding school improvement and education of their children, as well as the environment of the school and use the findings to make timely revisions to programs and practices.			
Review Type:	JIT	Year:	2011
Page Number:	15	HEDI Rating:	I

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014 the school will engage the community, including Students in Temporary Housing, through monthly outreach activities and parent workshops, meetings, and events as evidenced by agendas and sign in sheets.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
A. Strategies/activities that encompass the needs of identified subgroups	
1. Parent workshops presented by Brienza – 3 two hour workshops – topics including Bullying, enabling Parents as Partners in Education, The Home Computer as an Educational Resource, Improving Home Study Practices, Helping you Child Develop Positive Character Traits, Selecting Appropriate Reading Material and Strategies for Reading with your Child. Family workers at temporary housing sites connected to 328 will provide parent outreach	
2. Monthly parent workshops presented by administrators, teachers, family workers, parent coordinator and external groups relating to specific topics	
3. Parent literacy and math nights with teacher and staff participation, Dance Theatre school wide performances	
B. Key personnel and other resources used to implement each strategy/activity	
1. Brienza Academic Advantage	
2. Administrators, teachers, family workers (in school and on site at temporary housing sites), parent coordinator and community groups	
3. Administrators, teachers, aides, paras	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	

1. Parent attendance at workshops and events, evidenced by attendance sheets and increased attendance over time
 2. Parent attendance at workshops and events, evidenced by attendance sheets and increased attendance over time
 3. Parent attendance at workshops and events, evidenced by attendance sheets and increased attendance over time
- D. Timeline for implementation and completion including start and end dates**
1. September 2013-June 2014
 2. September 2013-June 2014
 3. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Priority and Focus Parent Involvement Funds
 2. Title I Parent Involvement Funds
 3. Tax Levy Funds

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014 a minimum 50% of the students in grades 2,3,4,5 and 8 eligible for Academic Intervention Services will have the opportunity to attend Expanded Learning Time Activities including extended day and the Brienza afterschool program.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Small group instruction – focus on literacy skills – vocabulary development and writing skills
2. Differentiated instruction to address needs of subgroups –SWD, ELL, bottom third
3. Use of technology based instruction

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Extended day DOE certified teachers
2. Brienza trained DOE certified teachers
3. Family workers, parent coordinator, administrators

C. Identify the target population to be served by the ELT program.

1. English Language Learners
2. Student with Disabilities
3. Students identified as Bottom Third, eligible for Academic Intervention Services

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	x	Tax Levy	x	Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

none

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Brienza Academic Advantage will provide services for the Extended Learning Time Program. Brienza Academic Advantage will hire, train and supervise certified DOE teachers.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

n/a

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Identified students will receive 100 minutes of additional small group instruction during the extended day activities. Students will also receive 240 minutes a week of additional small group instruction, using a variety of materials tailored to meet the needs of the identified subgroup (ELL, SWD, bottom third). Students will have the opportunity to work on literacy skills and tasks and projects and integrate technology into tasks.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The ELT program will include art, music/dance, and technology components. Students will develop additional language and writing skills that will be evidenced by the culminating activities designed by the teachers.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Students will have the opportunity to develop academic vocabulary, language and writing skills and participate in activities involving art, music/dance, and technology as part of the ELT program.

D. Are the additional hours mandatory or voluntary?	<input checked="" type="checkbox"/>	Mandatory	<input type="checkbox"/>	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Parent outreach by administrators, teachers, parent coordinator, dean, family workers and guidance counselor will ensure that identified students will participate in ELT program. Parent meetings to discuss student progress will help to ensure that parents have awareness of student's academic needs and additional academic support that is available. Attendance records will be reviewed by administrators and parent outreach will be instituted.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Students in need of Academic Intervention Services will receive small group targeted instruction based upon their needs as identified using ARIS and other data. Students will be grouped according to level of ability, and social and emotional need. Instruction, materials and activities will be designed to develop language and literacy skills and provide opportunities for students to utilize technology.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Students will be given a pre and post test to determine baseline and growth. Student progress on performance tasks, classroom assessments for students attending ELT program will be analyzed to determine achievement.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Identified students in grades 2-3-4 will receive AIS services from AIS teacher-small group/individual instruction utilizing variety of materials and strategies. Students in grade 5 will receive AIS services from part time dean certified DOE teacher. Students in grades 1-5 and 8 will receive at risk AIS services from certified special education (SETSS) teacher Students will received services during extended day – 100 min of additional academic instruction/week	Students will receive services in either Small group, one to one tutoring	Services will be provided during school day
Mathematics	Identified students in grades 2-3-4 will receive AIS services from AIS teacher-small group/individual instruction utilizing variety of materials and strategies. Students in grade 5 will receive AIS services from part time dean certified DOE teacher. Students in grades 1-5 and 8 will receive at risk AIS services from certified special education (SETSS) teacher Students will received services during extended day – 100 min of additional academic instruction/week	Students will receive services in either Small group, one to one tutoring	Services will be provided during school day
Science	Science AIS will provided during the regular school day and extended day instructional time as part of the literacy instructional program	Small group, one to one tutoring	Services will be provided during school day
Social Studies	Social studies AIS will provided during the regular school day and extended day instructional time as part of the literacy instructional program	Small group, one to one tutoring	Services will be provided during school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services will be provided by guidance counselor, part time dean, family workers, school psychologist, social worker	Students will receive services in either small group or one to one sessions	Services will be provided during school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers will be encouraged to attend professional development activities presented by CFN210 and the DOE. Teachers will be given the opportunity to design content based curriculum maps and develop Performance Tasks. Teachers will receive ongoing support from the administrators. A Special Education Teacher Resource professional has been designated to work with identified Special Education teachers. An F status Early Childhood Staff Developer has been hired to work with identified teachers in grades k-2 to provide individualized professional development.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Administrators attend professional development activities provided by the CFN 210 and DOE personnel. Teachers attend regular in house professional development activities during specially scheduled Professional Development periods embedded into the daily schedule, common planning time, weekly 50 minute Inquiry Planning sessions. Teachers are chosen to attend professional development activities provided by CFN 210 and DOE personnel and then required to turnkey that information during common planning periods and Inquiry Time. Teachers were given the opportunity to attend professional development activities during the summer that introduced the new ELA and math NYCDOE curriculum as a paid activity.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The funds are being used to provide academic support for overage students through afterschool, February and Spring break academic programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The preK family worker is responsible for organizing workshops and providing parent outreach regarding PreK students and the transition into the Kindergarten program. The PreK family worker, PreK teachers and para professionals work collaboratively to develop parent involvement activities. Teachers attend regularly scheduled district wide professional development activities. The school psychologist and social worker meet with parents and administrators to address the needs of the PreK SWD/early intervention students to develop Turning 5 IEP goals as needed.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers were given the opportunity to attend per session activities that explained the new teacher effectiveness rating system. Teachers were given the opportunity to select a committee to review and select multiple local assessment measures for classroom teachers. Cluster teachers were given the opportunity to review and selected the individual local measure for assessment.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my

best

to

learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

Part I: School ELL Profile

A. School Information [?](#)

District 19	Borough Brooklyn	School Number 328
School Name Phillis Wheatley		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Barbra Gedacht	Assistant Principal Sonja Webber-Bey
Coach type here	Coach type here
ESL Teacher Becky Tian	Guidance Counselor Dawn Brown
Teacher/Subject Area Tichena Webster - elementary	Parent Verna Humphreys
Teacher/Subject Area Kindra Holloway - elementary	Parent Coordinator Samone Stroman
Related Service Provider Megan Zaiantz - speech	Other type here
Network Leader (Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	433	Total number of ELLs	53	ELLs as share of total student population (%)	12.47%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	1	2	1	3	3	3	0	0	1	0	0	0	0	14
SELECT ONE														0
Total	1	2	1	3	3	3	0	0	1	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	7
SIFE	3	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	3	2	12	0	4	1	0	1	50
Total	37	3	2	12	0	4	1	0	1	50
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Arabic														0
Haitian														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: ___ Asian: ___ Hispanic/Latino: _____

Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	3	3	5	8	9	0	0	3	0	0	0	0	38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	1	2	1	1	0	0	1	0	0	0	0	10
Haitian			1	1										2
French	1					1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	9	6	5	9	9	11	0	0	4	0	0	0	0	53

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	0	3	2	6								19
Intermediate(I)	4	3	4	2	2	3			3					21
Advanced (A)	0	0	1	4	5	2			1					13
Total	9	6	5	9	9	11	0	0	4	0	0	0	0	53

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1	0	0	7
4	6	0	0	0	6
5	9	0	0	0	9
6	0	0	0	0	0
7	6	0	0	0	6
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	0	3	0	0	0	0	0	8
4	7	0	1	0	0	0	0	0	8
5	7	4	0	0	0	0	0	0	11
6	0	0	0	0	0	0	0	0	0
7	4	1	1	0	0	0	0	0	6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		4				8
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

We use the Fountas and Pinnell Assessment System , NYCDOE Baseline Performance Assessments, core curriculum [ReadyGEN] performance assessments, as well as generic literacy checklists to assess the early literacy skills of all students including ELLs. Based on these assessments K-2 ELLs’ scores in the areas of Phonemic Awareness, Phonics, Vocabulary, and Reading Comprehension are below performance level, compared to their peers who are English proficient speakers. About 73% of our ELLs speak Spanish, 19% speak Arabic and the remaining speak other languages (Haitian Creole and Fulani). For all ELLs, we will need to provide extra support and more time, until they can acquire the second language at the level of proficiency. In addition, about 67% of our ELLs have lived in the country less than 3 years, and they are just beginning to learn the language. Another 27% % of ELLs have lived in the US from 4- 6 years, and 4% have been in the U.S. longer than six years. But all students are still in the process of acquiring and developing the second language. Our teachers are continuously using data resources (Reading Tracker, ARIS, STARSClassroom) to design our school's instructional plan for ELLs. An additional consideration is consistent attendance. Last year, 6 of our K-2 ELLs were absent from school over 20 days. Our ELLs are grouped based on their specific language needs and lessons are developed in alignment with ESL methodologies, strategies, and differentiated instruction. Both formal and informal assessments are used as a guide for our ESL curriculum which focuses on vocabulary, and language acquisition in all four modalities-listening, speaking, reading, and writing.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In a review of LAB-R and NYSESLAT scores, the data patterns across proficiency levels indicate that in Grades K-1, all students fall in the Beginning and Intermediate level, except one student that moved from Intermediate to Advanced. However, all students in Grades 2-3 moved one level up, or made progress within the level with the exception of two beginners in Grade 3, one of which is identified as a SIFE student. In Grade 4, four students moved one level up; three gained points within the Advanced level; two students -one Advanced and one Intermediate- failed to make progress on the NYSESLAT. Four of the 11 ELLs in Grade 5 arrived from another country late last year and there is a new entrant this year. All five are beginners at this time. Of the five fifth grade ELLs who took the NYSESLAT in 2013, four moved one level up to the Intermediate or Advanced level. One remains at the Intermediate level. In Grade 8 there are currently four ELLs. One student, who arrived in the country two years ago , moved from Beginner to Intermediate. Three students, two of which are sepcial needs students, did not make progress. These two SWDs remain at the Intermediate level while the fourth student scored Advanced.

All across the grades, the students are more proficient at speaking and listening, and least proficient at reading and writing.The data patterns indicate that instruction for ELLs needs to concentrate on improving Reading and Writing skills in addition to providing listening and speaking activities for first-year ELLs.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

All across the grades, the students who are in the program longer than two years are more proficient at speaking and listening, and least proficient at reading and writing as revealed by progress towards our AMAO's / on the NYSESLAT. This year the kindergarteners are entering at mostly beginning and intermediate levels of proficiency. In addition they speak mostly Arabic, and Spanish. One ESL student speaks French. The first graders are mostly intermediate in Listening/Speaking, and Beginners in Reading/Writing. The same pattern follows in the second, third, fourth and fifth grade, students excel more at Listening/Speaking than Reading/Writing. These patterns indicate that instruction for ELLs at Intermediate /Advanced levels needs to concentrate on improving Reading and Writing skills. For the beginning level students in order to enhance their oral language and understanding of new words we will provide multiple entry points for students to work with new words in a rich multicultural context. In addition, students will be provided with small-group discussions opportunities to help develop strategies such as using prior knowledge,

generating their own higher-order thinking questions, comprehension monitoring, cooperative learning, and use of graphic organizers. These strategies will produce stronger comprehension in reading and in subjects such as social studies and science and thereby help ELL students to attain language proficiency.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In an analysis of the NY State ELA and NY State Math exams, ELLs in Grades 3-8, in our Free-Standing ESL Program, fall predominantly in performance Level 1 and 2 in both English and Native Language. On the NY State Science exam, 4 of the 8 fourth grade ELLs (50%) performed at Level 3, 3 at Level 2 and one student at Level 1.

The results of the Periodic Assessments and AMAO's are shared with teachers and administrators during our grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based data-driven instruction. Once strengths & weakness are identified, the ESL and classroom teachers use the data to formulate instruction for the entire class, the small groups, ELLs, and individual intervention. Native Language peer collaborations among ELL students are encouraged to further comprehension of tasks.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

ELL students are an integral part of the school's RTI plan. Along with at-risk students, ELLs receive data-driven small group instruction within the core curriculum program. This year with NYCDOE Instructional Expectations including highlighted foci on both non-fiction grade appropriate texts and development of academic vocabulary, teachers use a variety of strategies to introduce Tier II and Tier III vocabulary (ie. Fryre frames, picture/photograph visuals, repeated use practice). Pull-out RTI sessions are scheduled to support more intensive intervention in groups of 3-5 and 1-2. Research based materials are selected to match students needs and learning styles. Progress monitoring and benchmark evaluations determine growth and 'next steps'. This year our ELL's will participate in an after school program utilizing materials designed to support their achievement.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Second language learners generally go through several stages of acquisition: Preproduction, Early Production, Speech Emergent, Intermediate Fluency, and Advanced Fluency. (Eugenia Mora-Flores, Writing Instruction for English Language Learners, 2009, Introduction; Stephen Krashen and Tracy Terrell, The Natural Approach-Language Approach in the Classroom, 1995, p78)

Teachers PS/IS 328 understand that it is a school-wide responsibility to meet the needs of second language learners at various stages of language development. Within their classrooms, and across the school, teachers collaborate to create the range of environments and contexts in which our ELLs will need to function successfully. In addition, teachers, administrators, and staff always seek ways to make newcomers, who are mostly at the silent stage of second language development, feel comfortable about speaking out in the classroom, and actively affirm the self-esteem and language development and acquisition.

Both ESL and classroom teachers employ strategies that assist in making language and instruction more understandable. These strategies include:

- Scaffolding techniques including strong vocabulary routines and appropriate graphic organizers for different topics;
- Simplifying but not artificially restricting language structures (shorter sentences, use of unambiguous terminology);
- Contextualizing both oral and written texts with pictures, charts, diagrams, and realia; providing for repeated access to ideas and vocabulary;
- Creating interaction structures that allow for both comprehension and the need to act on and talk about content;
- Collaborative learning groups in all subject areas;
- Providing sentence frames or sentence starters for beginners in speaking and writing activities;
- Encouraging use of native language:
 - Having bilingual dictionaries available to ELLs
 - Teaching cognates explicitly
 - Making connections between prior knowledge in first language and new information to be acquired in second language.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Our school does not provide dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success for ELL students is determined through informal and formal assessments. Informal assessments include portfolios, progress monitoring, teacher observations, ongoing unit assessments, and performance tasks. Formal assessments include the Periodic Assessment, ELA and Math State Tests, and the NYSESLAT. Scale scores are examined for yearly growth. The after school program will include pre and post testing to identify growth over the course of three months.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) When parents or guardians first register their child at PS/IS 328, they are given the registration package which includes the Home Language Identification Survey in English or the parents/child's native language. A pedagogue who is trained in the HLIS process is present in the registration process. During this time, the pedagogue (the ESL teacher, a trained teacher, or an administrator who also holds a valid teaching certificate) will perform an informal interview to better understand which language the child mostly speaks. Translation services are available to help parents through the use of school staff or the Department of Education's Translation and Interpretation Services Unit. Languages spoken by our pedagogues include Spanish and French.

The HLIS is reviewed by a trained school pedagogue. If the HLIS indicates that a language other than English is used at home (one question marked as another language from questions 1-4 and two questions marked as another language from questions 5-8), the student is administered the LAB-R within ten days of registration. When administering the LAB-R to Spanish speaking students, they are also given Spanish LAB-R, by a licensed bilingual teacher, to ensure their language ability. The LAB-R is hand-scored and reviewed by a trained licensed pedagogue. If the student scores below the state designated level of proficiency, the student is identified as an ELL. Parents are notified in writing, via the Parent Entitlement Letter, which is sent home with the child.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

PS/IS 328 respects and values parental involvement in the decision-making process. In selecting appropriate placement for a new ESL student, the first official interaction with parents/guardians of newly enrolled English language learners is at the parent orientation session where program placement options are presented with clarity and objectivity. The meeting presented by the ESL teacher, Parent Coordinator, and the Administration focuses on orienting the parents to the school system and explaining the three programs for English language learners- Transitional Bilingual Education, Dual Language, and Freestanding ESL. A video, which is offered online in 13 different languages on the DOE website, provides information and the parents' rights to choose educational options for their child. The video is available in English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models. In addition, parents are able to ask questions and individually speak to the ESL teacher/liaison to make a sound educational decision as to which program best meets the needs of their child. (If parents are unable to attend the orientation, the session is rescheduled. After sending out several invitations, if certain parents still fail to attend the orientation, Ms. Tian will contact those parents via phone calls and thoroughly explain the three program models and respond to parents' questions.) Parent Survey and Program Selection forms are then filled out and returned to Ms. Tian, the ESL teacher/liaison. Duplicate copies of Parent Survey and Selection forms are placed in the ESL compliance binder in Room 202. Also, the parent choices are computed into ATS via ELPC. Copies of each letter that

pertains to a given student is compiled and maintained in the ESL compliance binder. If the forms are not returned in a timely fashion, Ms. Tian or Ms. Stroman, the Parent Coordinator contacts the parents through phone calls, emails, and letters to reschedule another time to meet and ensure these forms are returned. Students are placed within ten days of enrollment in the Free Standing ESL program. If the parents select the Bilingual or Dual Language classes, they are informed that they must register their child in another school that offers these programs after we provide them with a list of the schools that offer the program of their choice. They are then directed to the Office of School Enrollment. The majority of our parents have selected Free Standing ESL Program. The few parents who initially consider Bilingual programs choose to have their child remain in our ESL program since they feel that their child has become attached to the school and staff.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

PS/IS 328 ensures that Entitlement letters are distributed to every ESL student. As soon as school starts in September, the ESL teacher/liaison reviews the spring NYSESLAT scores via RLAT-generated reports. Continued Entitlement letters are sent home to all returning ESL students in September.

We invite our newly admitted parents of ELLs to come to parent orientation meetings and fill out Parent Survey and Selection forms. Parents are notified in writing, via the Parent Entitlement Letter, which is sent home with the child. Phone calls to parents are also made on the same day informing them about the Entitlement letter and upcoming parent orientation. During the parent orientation, parents are asked to fill out the Parent Survey and Program Selection form after watching the video in their native language and fully understanding the three program models for ELLs. An interpreter is always available for those parents whose speak a language other than English. The Parent Survey and Program Selection form is then returned to Ms. Tian, the ESL teacher/liaison. Duplicate copies of the Continued Entitlement letters, Entitlement letters, and Parent Survey and Selection forms are placed in the ESL compliance binder in Room 202. Also, the parent choices are computed into ATS via ELPC. If the forms are not returned in a timely fashion, Ms. Tian or Ms. Stroman, the Parent Coordinator contacts the parents through phone calls, emails, and letters to reschedule another time to meet and ensure these forms are returned.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The criteria used to place identified ELL students in bilingual or ESL programs start with parent choice. Parents learn about the three program models available in the NYC School System in their native language at the initial parent orientation. They also learn about the programs offered at PS/IS 328 and ask questions about specific concerns they may have about our Freestanding ESL program or in the NYS School System. If the parents select the Bilingual or Dual Language classes, they are informed that they must register their child in another school that offers these programs after we provide them with a list of the schools that offer the program of their choice. They are then directed to the Office of School Enrollment. The majority of our parents have selected Free Standing ESL Program. The few parents who initially consider Bilingual programs choose to have their child remain in our ESL program since they feel that their child has become attached to the school and staff.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered every spring to re-evaluate ESL students to determine whether or not they are still eligible for mandated ESL services. TATS RLAT report for eligibility, information from previous years and newly screened admits are used to enable identification for testing. The testing coordinator and ESL teacher/liaison create a calendar indicating each of the required components to ensure that students are administered in all four modalities-listening, speaking, reading, and writing. This calendar also informs teachers and parents of testing times and dates. As soon as the NYSESLAT results are received, the students are identified according to their proficiency levels. The results of the ATS RLAT/RNMR are then disaggregated through the use of ARIS and AMAO's to identify the proficiency levels of ELL students in the four modalities. After examining the results, the ESL teacher/liaison sends out continued entitlement or non-entitlement letters to parents and inform them of whether their child will continue to receive ESL services in the new school year.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is close to 99% for Freestanding ESL. Our parents are very adamant about immersing their children in full English instruction. The ESL teacher/liaison and Parent Coordinator monitor the trends in parent choices using supporting data and by communicating parent program choices with the school administration.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

ELL instruction is typically delivered utilizing a push-in/pull-out model in our school. However, with the increased number of newcomers and staffing change, we have only one ESL teacher servicing 52 ELLs in the year 2013-2014. Therefore, this school year our Freestanding ESL utilizes the pull-out model. In each grade we have designated one class as the “ESL Class”, where ELLs are grouped heterogeneously with native-speaking students of the same grade to receive content area instruction provided by highly-qualified teachers. The ESL teacher pulls out ELLs from K-2 in a heterogeneous group and ELLs from 3-5 in three homogeneous groups according to the students’ language proficiency level. The three groups in grades 3-5 are Beginner, Intermediate, and Advanced. ELLs in Grade 8 are pulled out in one heterogeneous group.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

This school year our Freestanding ESL utilizes the pull-out model. In each grade we have designated one class as the “ESL Class”, where ELLs are grouped heterogeneously with native-speaking students of the same grade to receive content area instruction provided by highly-qualified teachers. Ms. Tian, a licensed ESL teacher provides 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs. Advanced students receive 180 minutes of ESL instruction as well as 180 minutes of ELA instruction per week. The ESL teacher pulls out ELLs from K-2 in a heterogeneous groups and ELLs from 3-5 in three homogeneous groups according to the students’ language proficiency level. The three groups in grades 3-5 are Beginner, Intermediate, and Advanced. ELLs in Grade 8 are pulled out in one heterogeneous group. In all pull-out groups, the ESL teacher maintains the room's atmosphere welcoming to all students. Students interact with one another as well with adults. This allows students to feel more confident, secure, and safe while learning the new language. The classroom environment is rich in materials and opportunities for exploration, which encourages positive development and growth in every way. The room arrangement reflects and supports ELLs’ needs and interests in second language acquisition. The room is labeled and print-rich; reading materials are differentiated both by level and theme to promote understanding and comprehension on content area. Additionally, native language is supported through books on tape, bilingual dictionaries, and classroom libraries. Students are encouraged to use their native language in discussion with their peers and in some required writing assignments. New vocabulary words are also written in students’ native language to support newcomers in reading comprehension and writing skills. The after school program will offer two two-hour sessions.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

At PS/IS 328, language instruction is aligned with the Common Core learning standards. All of our students receive differentiated instruction in ELA, math, science, social studies, technology, and subject areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their content area needs towards meeting the Common Core Learning Standards. ELLs are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Foundations, Voyager, Wilson, and Scott-Foresman Reading; as well as content-specific tutoring. Bilingual glossaries and visual-based dictionaries are provided to support different content areas to help each child's understanding of the lesson and materials. Instruction always takes into account the first language and culture of our ELLs. Textbooks and trade books in the areas of science and math for grades 3-8 are offered in native languages for support in comprehending materials. When necessary, teachers also provide translations of instructional materials utilizing online translating tools. The strategy of using translated materials in students' native language has proven effective for our Spanish- and Arabic-speaking ELLs who are literate in their native language.

ESL instruction is delivered in a pull-out model. ESL classes are formed based on the English Language Learners' current grade and English language ability. Our NYS certified ESL teacher provides the ELLs with all instruction in English. Students are grouped heterogeneously by need and grade level in our pull-out ESL instructional program. Where numbers allow, push-in instruction might also be implemented. English Language Learners are receiving the New York State mandated ESL/ELA allotted

instruction time according to the student proficiency level as indicated on the LABR and NYSESLAT testing data. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction weekly. Advanced level ELLs receive 180 minutes of ESL instruction as well as 180 minutes of ELA instruction weekly. The ESL teacher carefully selects leveled resources and designs lessons to meet the needs of individual ELLs of all levels in developing vocabulary, listening, speaking, reading, writing and communicating in English. Resources include Harcourt Moving Into English for grades K-2 with emphasis on vocabulary and academic language development in ELA, science, and social studies; Santillana Intensive English is used for grades 3-8 with focus on social studies and science. In addition, the Collins Writing Model is incorporated with the process of writing methodology to help ELLs achieve proficiency in writing and meet the demands of the Common Core Learning Standards.

Other Materials used in our ESL program include the following:

- Computer Program Rosetta Stone
- Interactive word walls
- Alphabet cards, word/picture cards
- Google images for academic contents
- Big books of both fiction and non-fiction
- LeapPads Reading Program
- Stories on CDs and audio tapes
- Leveled classroom libraries
- Access to instructional websites: starfall.com (for grades K-2)
And Naturalgeographic.com (grades 3-5)

Our ELLs are taught in English using the following strategies and practices:

- Journal writing, note-taking ,drama, poetry, chanting, singing, choral speaking, and instructional conversations.
- Explicit instruction and contextualization in Tier II vocabulary work. Visuals and real-life experiences are always provided to increase and encourage the use of social and academic vocabulary.
- Using the workshop model, reading and writing skills are reinforced with special attention given to the conventions of grammar and usage.
- Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction.
- Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners.
- Modeling when introducing a new task for the learners to see or hear what a developed product looks like;
- Bridging activities that access prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences;
- Critical thinking is reinforced throughout the lessons using Depth of Knowledge questioning techniques as well as Blooms Taxonomy
- Metacognitive development which involves the explicit teaching and learning of strategies that enable students to become autonomous learners ; examples of such strategies we use are KWL activities; think aloud, and reading with a focus; Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and instructional charts to which the teacher and students refer frequently. Also employed in content area instructions is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When administering the LAB-R to Spanish speaking students, they are also given the Spanish LAB-R to ensure their language ability. ELLs are also able to take any state exam with an available translated version of their home language. Students may use approved translated dictionaries or have a translator translating test directions during these exams.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are evaluated through both informal and formal assessments. We utilize informal assessments, such as teacher observations, student-teacher conferencing, portfolios, progress monitoring, unit assessments, and performance tasks. These informal assessments allow teachers to track the ongoing progress of our students in relation to the Common Core Learning Standards in reading, writing, listening and speaking. As a result, ESL and classroom teachers can target students' specific needs, modify instructional plans, and provide additional support to ensure student achievement in all four modalities-listening,

speaking, reading, and writing. Formal assessments include the Periodic Assessment, ELA and Math State Assessments, and the NYSESLAT. Our inquiry teams analyze student test data during our grade meetings, common preps, extended day PDs. Once the data has been reviewed, the administration and teachers analyze the strengths and weaknesses of students. This information is used to formulate instruction and learning goals, for the entire class, the small differentiated groups and individuals including ELLs.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

According to the Spring 2013 NYSESLAT and new LABR results, 75% of our current ELLs are at the Beginner/Intermediate Levels. Since we are following the English as a Second Language Model, all instruction is in English. Therefore we differentiate instruction in the following ways.

a) Our school plan for SIFE students:

- Incorporate a hands-on basics program that both the classroom teacher and ESL teacher use.
- Utilize alphabet cards, basic words flash cards, picture dictionaries, and easy level readers to develop language acquisition skills.
- SIFE children are paired with buddies that may help them during classroom instruction.
- The teachers also incorporate individualized instruction for these children within the flow of the day.

b) Our school plan for Newcomers:

- Newcomers receive 360 minutes of ESL instruction per week, within a small group structure.
- They are introduced to the English language through Read-alouds, scaffolding activities, hands-on manipulatives which include flashcards, and personal vocabulary cards, as well as group experiences.
- Phonics instruction as determined by their level and individual needs.

c-d)Our school plan for ELLs receiving service 4 to 6 years and Long-Term ELLs (completed 6 years):

- Collaboration between the ESL teacher and classroom teachers.
- Provide content area instruction as well as ELA instruction, including reading, writing, vocabulary development, spelling, grammar, and speaking, within the Workshop model, that aligns with and supports the Common Core Standards.
- The ESL teacher gives additional support to ELLs on test-taking skills and strategies using the four modalities.

e-Our ELLs who have exited the program are grouped accordingly within the classroom setting in order to benefit from the ELL instruction. They are assigned follow-up activities within the lesson in order to bridge their learning experiences and are given vocabulary support within reading and writing workshops as well as content area support within all subjects.

Former ELLs who have tested Proficiency on the NYSESLAT within two years receive the following test modifications on NYS exams:

- Time extension
- Separate location
- Bilingual dictionaries and glossaries

- All eligible ELLs participate in our extra support programs, such as SETSS and AIS.
- ELLs also receive continued instruction through the integration of technology, Computer Lab,using theSmartboard, for writing skills, English Language Arts development; as well as Social Studies and Science digital resources that reinforce conceptual development and offer practice opportunities.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our ELL students with special needs are serviced according to their IEP mandates and grade-appropriate CCLS goals.

- ELL-SWDs receive AIS services from licensed reading and math teachers.
- A hands-on program is utilized and is incorporated within the lessons (ie. Frayer frames, picture/photograph visuals, repeated

use practice).

- Interactive / technology activities online are utilized.

- Small group differentiated instruction is utilized at all times during the lessons.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ELL/SWDs participate in all school activities with non-disabled peers. ELL/SWDs are sitting in both self-contained and mainstreamed settings. They have equal access to the same curricular as general education students. They work in heterogeneous as well as homogeneous groups in both home rooms and pull-out ESL setting. When necessary, the ESL teacher collaborates with classroom teachers and pushes in to support ELL/SDWs in content area learning. Using collaborative learning strategies with different groups, the ESL teacher and classroom teachers accommodate special needs students according to individual student's level of performance and provide instruction through differentiated instruction and flexible groups. ELL/SWDs work at their own pace and are not excluded from activities while working with non-disabled students. Lessons and activities are designed based on students' IEP criteria and goals. Teachers of ELL/SWDs support students learning by implementing ESL methodologies. All students are involved in the development of the language acquisition working toward achieving both their oral and academic proficiency in the target language. Students who are in the beginning stage of second language acquisition are mostly participating as listeners. ESL and classroom teachers, including special education teachers, expose these students to visuals, gestures, movements as a model to promote understanding of the language. Beginning and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. All teachers who work with ELLs also continuously make adaptations to the materials to be accessible to the needs of ELL/SWDs. Special Education teachers and related service providers, speech therapists and SETTs teachers also collaborate with the use of ESL methodologies throughout their daily lessons.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

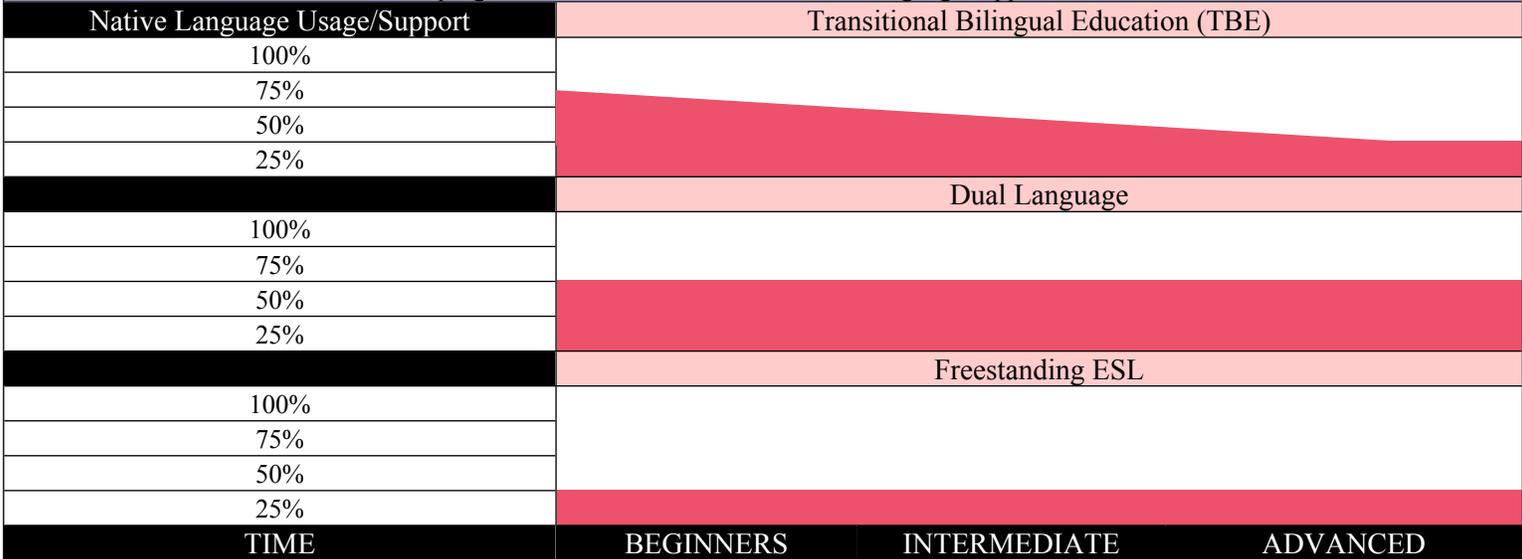
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Intervention programs for targeted ELL subgroups are put in place to support students' language development. All services offered to ELLs are in English. The newcomers are provided with 360 minutes of ESL services by certified ESL teachers. The ESL program develops skills in the four modalities-listening, speaking, reading, and writing in English. Students use all modalities of the language for information and understanding as well as for literary response. A variety of instructional strategies and activities are implemented to ensure that the ELLs receiving services from 4 to 6 years and long-term ELLs meet and exceed the standards. The ESL strategies utilized by the ESL teacher include: Cooperative Learning Approach, Language Experience Approach, Total Physical Response, Vocabulary Enrichment, and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme-based activities using a wide range of materials including teacher-created materials, trade books, storytelling, and technology. ELLs/SWD receive services according to their IEPs. Audio stories and books as well as internet resources are also used daily to support fluency and comprehension. After school materials target both math and ELA instruction; and based on learning styles, some students will be offered a blended approach that includes both teacher-driven and technology-driven settings.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our newly implemented core programs in ELA and Math [ReadyGEN, Go Math! and CMP3 Math] will be monitored for their effectiveness, along with common core oriented tasks developed for use through the SchoolNet and EngageNY websites. Teachers conduct on-going data analysis for all individual students, including ELLs, in their classrooms to determine changing needs. The development of all students' vocabulary, including ELL's, is part of our 'instructional shift' for 2013-2014.

11. What new programs or improvements will be considered for the upcoming school year?

Our school will continue to implement use of newly acquired software programs in this current school year. Some of the programs, such as Earobics, Tech4 Learning and Rosetta Stone, which are computer/internet based programs encourage students to concentrate with on-task behaviors. ESL teachers will use the assessment tools of Scantron and the Performance Series, which are computerized testing tools. In addition students are tested with the Fountas & Pinnell Assessment System to determine students' reading lexile levels; and tested with the Periodic Assessment during the Spring session. Informal assessments are not just used by the ESL teachers, but by all other teachers. Teacher observation and one-on-one conferences are then used to monitor student's progress throughout the school year. The school expectation is to accelerate students' acquisition of the English language. With these programs and assessments in place, students will continue developing their language acquisition skills in all areas.

12. What programs/services for ELLs will be discontinued and why?

Our Saturday classes for ELL's will be closed this year due to limited attendance in the past two years..

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students, ELLs and SWD are afforded equal access to all school programs. Services that are available include ESL, Response to Intervention, Occupational Therapy, Speech, mandated as well as general counseling. The school invites all ELLs and SWD to participate in all afterschool programs. In addition, NYS funds for "Priority Schools" and Title III funds support our offer for classes designed specifically for ELL's and at-risk students. The purpose of these programs is to provide students with opportunities to develop their literacy/ reading and writing skills to meet the more rigorous demands of Common Core Standards. All ELLs are also encouraged to participate in the school's dance theater program, where they have opportunities to develop social-emotional skills while using their English language skills in a multi-grade, multicultural endeavor. ELL's are invited to participate in our CHAMPS sports programs as well.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELA -
Grades K-5 ReadyGEN,
Pearson's Phonics

ESL
Moving into English

Santillana Intensive English

Math -
Go Math!
CMP3 Math

Technology -
Technology software that aligns with CCLS
Computer Lab-Teacher-created educational programs and tasks to meet needs of individual students including ELLs
Afterschool Program - including ESL groupings

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language support is provided to ELL students through cooperative groups and peer interaction. Students are encouraged to use their language, and staff and/or peers are used to help interpret as well as bilingual glossaries, or the translation and interpretation unit. Also, we have staff members who speak another language including Spanish, Haitian Creole and French.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our required services and resources correspond directly to our ELLs ages and grade levels at all times. For students in lower grades, we use large prints, pictures, manipulatives, audio/visual aids, rhymes, and various hands-on materials. Starfall, PBS for Kids, and National Geographic are three of the internet resources used as supplements for early literacy and content instruction. Students in upper grades engage in cooperative learning in all content areas including ELA, math, science, and social studies. For example, during a social studies unit our eighth grade ELLs, partnered with mainstream students, conducted collaborative research on the history of Brooklyn Bridge using internet and library resources. Students created powerpoint projects on the history of Brooklyn Bridge and how it affected immigrant workers and urban life in New York City during the late 19th and early 20th century.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
We make parents and new incoming students feel part of the community and school environment. Before the school year begins, Ms. Stroman, the Parent Coordinator contacts the parents of new incoming students, including ELLs via phone calls. She introduces the administration and staff, school environment, daily schedule, and supplies required of students during the first week of school. Non-English speaking parents are also informed of translation services available at school. For our newly enrolled students we offer parent/student workshops that are organized by Ms. Stroman, our parent coordinator. During those workshops translation services are provided for all parents and students that attend. The parent coordinator acclimates the parent and students. Monthly parent calendars are provided to the students and their families informing parents of upcoming parent workshops, school activities, and community events. Students earn community service credits by linking with ELL students to negotiate the school environment and discussing school expectations.
18. What language electives are offered to ELLs?
Our school does not offer language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers of ELLs at P.S./IS 328 are actively involved in professional development. They attend network monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. The ESL teacher attends common prep/grade meetings for planning and assisting with the challenges teachers of ELLs face in the classrooms. The ESL teacher provides assistance through professional development and collaborative planning. Our professional development sessions are designed to support monolingual classroom teachers in delivering instruction to our ELL students. The ESL teacher coordinates instruction with teachers throughout the year. As the ELLs transition from elementary school to junior high, the ESL teacher works in collaboration with our school guidance counselor Ms. D. Brown to ensure ELLs proper placement in high school as well. Our ESL team is available to respond and assist the high school ESL teachers with concerns regarding the transferred ELL students.

The Professional Development program goal is to assist all classroom teachers with the skills needed to meet the needs of ESL students. Teachers are familiarized with the concepts of ESL, culture and language as well as the characteristics of ELLs. The professional development workshop given by the certified ESL teachers exposes the mainstream teachers to different approaches of ESL instruction and content area teaching for a minimum of 7.5 hours. Non-ESL teachers learn a variety of ESL methods to promote the development of the cognitive, academic, and content specific English language skills necessary for ELLs' social as well as academic development.

The ESL teachers provide staff development as part of the Title III plan to ensure that monolingual teachers are able to deliver effective instruction to our ELLs. Monolingual classroom teachers are trained with the 7.5 hours mandated PD for monolingual teachers training during staff development at the beginning of the school year. During the professional workshop, classroom teachers are introduced to QTel and research-based strategies that are in alignment with the CCLS. The teachers' lesson plans show evidence of differentiated ESL intervention strategies during their lessons. Professional development includes topics such as ESL strategies, vocabulary development, listening/speaking practice strategies, web resources, methods, common core rigor/expectations, assessment and lesson planning across all content areas. To continue fostering students learning, during professional development periods, the ESL teacher plans with individual classroom teachers by providing skills and strategies that will support instruction and specific students' needs. Teachers analyze different ELL approaches and skills while co-planning and then identify the most appropriate strategies for ELLs, SWD and for the content.

Throughout the school year our ESL teacher attends professional development provided by OELL and the network from our cohort. She attends trainings in core curriculum and is being updated on new guidelines as well as continuously being informed regarding NYSESLAT and new policies regarding identifying new admits for ESL services. The ESL teacher turnkeys information to teachers of ELLs. The ESL teacher works closely with classroom teachers and collaborates in lesson planning to ensure that ESL methodologies and scaffolding strategies are being used in all content area instruction.

Furthermore, our school also receives ongoing support from the Office of NYS RBERN(Regional Bilingual Education - Resource Networks). Two resource specialists, Ms. Nicole Rosefort and Ms. Myriam August, visit our school on a monthly basis, sometimes biweekly. Ms. Myriam Augustin will provide professional development sessions to teachers who work with ELLs to improve their instructional practices and educational environments for our ELL population.

Our school also provides in-house sensitivity and cultural proficiency training as part of our school-wide goals for the 2013-2014 school year. ESL students are encouraged to have a high self esteem as well as healthy social relationships throughout the school community. Beginners and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. Special education teachers serving ELLs receive training on how to align IEP goals with students' linguistic needs. In addition, teachers continuously make adaptations to the materials to ensure they are accessible to ELLs with special needs. Other support staff, such as speech therapists and SETTS teachers, also utilize ESL methodology in their lessons.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Ms. Samone Stroman, our Parent Coordinator provides monthly workshops for parents by using different types of communication means and strategies. Parents of ELLs are invited through letters, flyers, and telephone calls. Workshops are given in educational content areas as well as other topics related to their children's learning. Examples of these topics include basic educational concerns, health care, and financial planning, and pre-kindergarten (early childhood development).

The school also partners with local CBO's to meet community needs. These organizations conduct workshops for parents in social, emotional, and affective areas to support to all students including our ELLs.

Parents needs are obtained through parent surveys, including the LES. Based on that data the parent coordinator, the ESL teachers with the director of Learning Leaders provide training and offer workshops to support parents' needs. Our school develops and follows an action plan to further support their needs during various trainings. We also address the needs of parents whenever they come to our school to meet with an administrator or their child's teachers. Parents are allowed to come to Room 120 and be able to use computers if they need to do researches eg. (jobs, aris, resumes, etc.)

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under No Child Left Behind legislation and section 1111 of the ESEA in an understandable and uniform format. Alternative formats are provided upon request, and, to the extent practicable, in a language parents understand. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child's learning; parents are encouraged to be actively involved in their child's education at school; Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in No Child Left Behind legislation and section 1118 of the ESEA. NYCDOE Instructional Expectations for 2013-2014 are shared and clarified for all parents including parents of ELLs.

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that can attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings. Through the efforts of the Parent Coordinator, the PTA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities. Parents will be invited to attend culminating celebrations marking their child's success at the school, Student of the Month celebrations, 100% attendance during the school year, and our Dance Theater presentations. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, upcoming trips, school events and open school. The school calendar of events will be disseminated monthly, two weeks before the start of the month. Information about English as a Second Language (ESL) classes; and GED classes, in both English and Spanish, in our school community will be given to parents. At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) as well as students will receive an orientation session on state standards, assessment programs, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: Phillis Wheatley School DBN: 19K328

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbra Gedacht	Principal		11/14/13
Sonja Webber-Bey	Assistant Principal		11/14/13
S Stroman	Parent Coordinator		11/14/13
Becky Tian	ESL Teacher		11/14/13
Verna Humphreys	Parent		11/14/13
K Holloway	Teacher/Subject Area		11/14/13
T. Webster	Teacher/Subject Area		11/14/13
	Coach		
	Coach		
D Brown	Guidance Counselor		11/14/13
	Network Leader		
M. Zaiantz	Other: <u>Related Services</u>		11/14/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K328 School Name: PHYLLIS WHEATLEY

Cluster: 2 Network: 210

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We use the following data and methodologies to assess our school's written translation and oral interpretation needs.

At registration we look at the language spoken by the parents when they complete the registration package which includes the following forms:

- Home Language Identification Surveys(HLIS) identifying the primary language spoken at home.
- Blue Emergency cards indicating parents' language preference
- Parent Language Survey asking parents to indicate the language they prefer in written and oral correspondence
- Student Registration Form
- Informal interviews of parents at registration, during parent workshops, parent-teacher conferences and throughout the year.

Informal interviews are conducted by ESL specialists, classroom teachers, and bilingual personnel to determine the language needs of the parents.

In addition, we review the data about ELLs by grade in each language group identified in the Language Allocation Policy(LAP). Letters, notices, and forms sent to parents are available in English and other languages such as Spanish, Arabic, and French as indicated in the LAP.

We also utilize the DOE Translation and Interpretation Services Unit as well as the DOE website to provide translation services and information in languages our parents speak.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our non-English speaking parents speak Spanish. The minority of our non-English speaking parents speak languages such as Haitian Creole , French, Fulani, and Arabic. All non-English speaking parents are able to understand written forms in their native language. We also review and analyze data from the annual Parent Survey to ascertain parents' written and oral language needs. Our findings indicate that the majority of our non-English speaking parents need oral interpretation when communicating with the school. Additionally, they prefer to receive written information such as incoming school celebrations and field trips in both English and their native languages. The findings are communicated to the school community during our monthly STAFF Conferences, and in the PTA meetings through the Parent Coordinator, PTA President and parent volunteers.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation services that the school will provide will focus on the translation of Progress Reports, Memorandums, letters, flyers or notices pertaining to the academic and non-academic support to students and parents such as the After School Program, extracurricular activities, tutoring, upcoming assessments, and NYS Assessments. All those translations about the school's academic programs, student participation, and academic performance will be communicated and provided to parents on a monthly basis. All written Spanish translations will also be provided to our teachers and our parent coordinator; and to our parents as available. To meet the needs of other students and parents who speak a language other than English or Spanish, the school will use the Department of Education's translation services to provide oral and/or written translations. The school will translate all necessary documents in advance of meetings that involve Spanish-speaking parents. For translations that the school will not be able to provide, we will require the Department of Education's services and/or their translations available via the DOE website. Information needed will be given at least three weeks in advance. In order to ensure that all families will be informed of the school events, information will continue to be sent to parents on a monthly basis in English and Spanish. Parents will be informed about what their child will be learning each month, school newsletters, monthly calendars, school notices, a parent handbook, school website, flyers, etc. These written translations are provided by in-house staff, sometimes performed after school at per session rate.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Spanish oral translation services will be provided by school staff and parent volunteers who speak the language. If the school is unable to identify a translator in the other languages, when needed, the Translation and Interpretation Unit and BETAC --- will be used to provide translation for languages that cannot be translated in school. During Parent Association meetings a person will be available to translate for Spanish-speaking parents. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during scheduled conferences with parents. Parent volunteers are also available to support parents in need of translation services. In addition, prior to parent teacher conferences, every teacher at the school is made aware of the translation services provided by phone or in person. We will provide each teacher with a Language Card so they can make it available to non-English speaking parents. The parents may indicate and identify their language, if necessary, for over-the-phone interpretation services of any of the languages on the language card. (Haitian Creole, and Arabic) In order to keep all our parents informed, the following oral interpretation services will be provided during:

- Registration - PTA meetings- Night Open House
- SLT meetings - Principal meetings
- Parent Workshops (NYS ELA, Math, Science, ELL Assessments, Field Tests, Acuity, ARIS) are given to parents in both languages•
- Parent Teacher Conferences

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulation A-663 for parents who speak languages other than English, by providing a translated Bill of Parents Rights and Responsibilities. Parents that come to school are asked to sign forms that are in both English and Spanish. Spanish forms are available for parents whose home language is Spanish. For parents whose home language is neither English nor Spanish, the school will send written notifications of their rights regarding translations and interpretation services. Procedures regarding translation and interpretation services are posted at the main entrance of the school to notify/advise parents the services available and the location where they can find the Parental Rights and translation and interpretation services. The notice is written in all applicable languages. To ensure that all parents are aware of these services, the school also includes in the school's safety plan the procedures in the event that parents will need assistance. In addition, parents will be informed to visit the DOE website so they can learn about the translation and interpretation rights and services provided by the DOE.

- a. A copy of the Parents Bill of Rights is posted outside the Parent Coordinator's Office (copies are available in the nine most common primary languages upon request at the school's main office.
- b. The department of Education's website address/link is also posted for families to download or obtain a copy of the Parent Bill of Rights.
- c. Signs are posted at main entrances to school building; main office and parent coordinator's office stating the availability of translation and interpretation services.
- d. Office assistants are fully bilingual (English/Spanish) and they provide families with any information requested by parents.
- e. The Department of Education's website is available as a method of providing parents information about translation and interpretation services.

- f. We provide parents with the school's monthly calendar/newsletter of events in Spanish and other languages.
- g. During parent-teacher conferences, parents are provided with progress reports three times per year in their native language and in English.
- h. Monthly school calendars are also sent home to inform parents about what their child will be learning each month and how they can support their child's learning at home.
- i. We provide translation at all meetings, workshops, parent conferences, and PTA meetings.
- j. We also provide parents with written informational pamphlets to inform them about current curriculum topics per grade in the 9 available languages provided by the New York City Department of Education's Translation and Resources Unit.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Phillips Wheatley	DBN: 19K328
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

1. Phillis Wheatley (PS/I.S. 328) plans to support ELL students in ELA and MATH . The school will implement an After school program for grades 3-4 and a Saturday Academy program for grades 5-8. The program is designed to help our ELL students to achieve standards. Students will have the opportunity to increase their English proficiency and improve their core academic content knowledge. The teacher will implement and use strategies to support students in the development of the language and to become successful readers.

The school's goal will be to move ELLs from beginning to an Intermediate Proficiency Level in the NYS ELA assessment and to decrease the number of Long Term ELLs in ELA. Progress will be measured by using formative and summative assessments (beginning inventories, quizzes, end of units of study, Performance Tasks, Fountas and Pinnel Reading Records, and one-to-one conferences). Data analysis will determine which skills should be emphasized before, during, and after the lessons.

2. Title III funds will be used for Interventions, enrichment, and supplementary activities, which will take place during After school on Mondays and Tuesdays and on Saturday from 9:00 to 12:30. Students will be exposed to a different types of resources such as Compass Learning and Rosetta Stone, as well as teacher made materials. These activities will support students in the development of the language.

3. Approximately 25 students in grades 3- 8 will be invited to participate in the After school and on Saturday. The main focus of the academy is to supplement students with specific reading skills to support their needs for reading comprehension. Teachers will promote or build students background knowledge, teach explicit vocabulary, and use the check reading comprehension skill. these skills will improve ELLs' comprehension skills and put them on the path to becoming successful readers and to master the skills needed in the NYS ELA and the NYSESLAT Assessments.

Analyzed data used from Acuity, and the AMO Estimator indicates that students are lacking on the Reading and Writing Modalities most of the students are performing in the beginning or intermediate level in addition to the Diagnostic and -Benchmark ELA assessments and Running Records, end of the unit assessments, portfolio pieces, Performance Tasks, and teacher made assessments, show that ELLs struggle in the reading and writing modality. During the academy the teacher will collect and analyze data to determine students progress as well as the effectiveness of the Academy.

P.S./I.S. 328 will provide an intensive English Language Instruction sessions, which will supplement ELLs skills whom during last year's NYS ELA assessment scored at levels 1 and 2, and at the beginning or Intermediate level in the NYSESLAT modalities. Newcomers, beginner ELLs, and Intermediate ELLs in

Part B: Direct Instruction Supplemental Program Information

testable grades will be invited to participate in the academy.

Compass Learning is a research software program that will be utilized for our ELLs. It uses innovative teaching methods with a rich curricula which promotes the developmental of students critical thinking skills. Skills learned through this program will allow students to use in and out of the classroom.

The program will be used to teach or reteach concepts which will promote students transitions and move them from the intermediate to the more advanced content and it will set the stage for a more rigorous instruction. Students in the intermediate and advanced level will be exposed to the program. It will promote the acquisition of the English Language through the listening and reading modality. In addition it differentiates instruction based on student's levels of performance. Students will be able to visualize, use repetition, until they acquire the language and develop fluency in reading. The program provide teachers with data which will be used to drive instruction.

The software program will be used to strengthen student's literacy skills in the five elements of literacy, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program will teaches student to develop their listening and reading skills. It is a multisensory reading intervention program that promotes the learning of the English Language. It provides and individualized reading instruction in all the 5 Reading elements, lessons are tailored based on student's needs. The program differentiates instruction based on student's performance

5. After School sessions will be offered to 25 students on grades 3 and 4. It will run on Mondays from 2:30 to 4:30 and on Tuesdays from 3:15 to 5:15. Saturday Academy sessions will be offered for 25 students in grades 5-8 and it will run from 9:00 to 12:30pm. The programs will run from December through May 2013 for 26 weeks each. One 4 hour session will be used to plan for the two groups, prepare materials, and resources for instruction. Two three hour session prior to the end of the program will be also used to assess students. Data will be used and analyzed towards measuring student's progress.

Two day session will be used to bring students to an educational trip to the American Museum of Natural History. On February 21, 2013 students in grades 3-5 will participate in the Our Human Family Tree (Grades 2/3, and 4/5), and students in grades 7-8 will attend on February 22, 2013.

February 21, 2013 students in grades 3-5 and February 22, 2013 students in grades 7-8, will participate in the Adventures of Science- Our Human Family Tree-Who are we, and where do we come from? Take a fascinating journey through human evolution and learn about our ancestors from early primates to the first Homo sapiens to walk the Earth. The program will supply students with materials, as well as opportunities for the teacher to teach our ELLs. Students will learn about who are we, and where do we come from? .Students will work on project based on their experiences.

One facilitator who is a certified as ESL/Bilingual/NLA teacher will push in the class to teach ELL students One facilitator who is a certified as ESL/Bilingual/NLA teacher will push in the class to teach ELL students.

As the Academy will run on Saturdays too, one supervisor will monitor the program, as there is not

Part B: Direct Instruction Supplemental Program Information

other at the time. The supervisor will work 4 hours per week to supervise early arrivals, late dismissals, and any parent activities that may occur during this cycle.

6. Students in the program will be assessed regularly to determine students' progress. It will provide feedback to the teacher to monitor and differentiate instruction when needed. Benchmark assessments will primarily focus in the skills taught during the session. Those benchmark results will be analyzed and used to differentiate instruction based on student's needs. Results will serve as a tool to continue measuring progress and/or to identify student's strengths and weaknesses, as well as to compare progress with other subgroups.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development will be provided for the teacher who will be instructing that group of students. The two PD sessions will be coherent, rigorous, aligned with DOE Reforms and Initiatives, which will foster staff critical reflection, classroom teaching, and effective teaching practices that will promote ELLs understanding of the second language. The teacher will be encouraged to participate and attend in and outside of school workshops (CFN 210 and city workshops) on best instructional practices for ELLs.

Strong professional development sessions will improve student's learning and school vision as well. This PD series will provide opportunities to expand content knowledge that will be connected with the student's work. The teacher will be asked to align instruction by using the the NYS ELA Common Core Learning Standards, Standards for English Language Learners, types of support for ELLs from the Department of Education Common Core Library, implementation of strategies will be used from ARIS Connect and ARIS Learns to support the teacher.

During the PD the teacher and the supervisor in charge will discuss about QTEL strategies, Math and Science strategies for ELLs, and differentiated instruction too. A review of the CALLA (cognitive Academic Language Learning Approach, TPR (Typical Physical Response) among others will also be revised to support the teacher during instruction.

A professional development session will take place before the Saturday Academy begins. The session will be conducted by the supervisor in charge. Different topics adapted from "Making Content Comprehensible by Echevarria, Vogat and Short, 2012 will be presented to support teacher(s) with the skills needed to implement in their class.

Reading Comprehension Strategies for English Language Learners

Adapting Content to Make it More Accessible for ELLs

Assessment Adaptations for ELLs – Having High Expectations!

Part C: Professional Development

Differentiating Instruction for ELLs

Effective Strategies for English Language Learner and the QTEL Strategies

Analysis of student's data will be used to drive instruction and to differentiate skills and strategies as well.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

1-ELL Parent Workshop - To provide suggestions on how to help children at home. Create a book Club where parents will be able to develop the habit of reading, so they can practice with their kids at home. Parents will be provided with tools that will be used at home to help children to develop the basic language skills.

ELL parents can participate in school activities and projects. Participate in two educational trips, at the end of February parents will be invited to visit the Natural History Museum, and at the end of May they will be invited to visit the Metropolitan Museum.

Create a Bilingual Storytelling Hour - Parents will learn about different cultures by listening to stories in English and the different native languages, and show them how to make some simple books using basic supplies with children at home.

During the Months of January and February parents will participate in two learning sessions. a)parents will review/ learn about the four NYSESLAT Modalities, which they can practice and use to support their children at home in the development of the skills of listening, speaking, and reading through performances of songs of the season. b) Speaking Writing Festival to showcase the communication skills of the four modalities through speeches and writing performed by students

Parents will participate in a "Coffee Hour" where they will have the opportunity to review the ARIS and ACUITY sites, as well as MY MATH page resource. Parents will participate in a mock testing exam, so that they will have a better idea of the changes in the NYS ELA and MATH assessments.

ELL Parent Year-End Meeting - Provide parents with suggestions and ideas on how to help their children at home and provide them with the appropriate materials (when available) needed to accomplish the task. To provide suggestions on how to help their children during the summer months

3-Parents will be encouraged to participate in various school activities. Meetings will be schedule based

Part D: Parental Engagement Activities

on necessity as well and on parental response to surveys. Our PTA in conjunction with the Parent coordinator, and the ESL teachers will hold a Family Literacy and Math Nights.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		